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List of Selected Terms

Disability Categories

Mental Retardation (MR) means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior, and manifested during the developmental period, that adversely affects a child's educational performance. (34 CFR Sec. 300.7(c)(6))

Hard of Hearing (HH) means hearing, impairment, whether permanent or fluctuating, that adversely affects a child's educational performance, but that is not included under the definition of "deaf in this section.

Deafness (DEAF) means a hearing impairment that is so severe that the child is impaired in processing linguistic information through learning, with or without amplification, which adversely affects educational performance. (34 CFR Sec. 300.7(c)(3))

Hearing Impairment (HI) is a federal category of disability that includes both hard of hearing and deaf individuals as defined above.

For federal reporting purposes the category Hearing Impaired includes the category Deaf and Hard of Hearing.

Speech or Language Impairment (SLI) means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance. (34 CFR Sec. 300.7(c)(11))

Visual Impairment (VI), including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. (34 CFR Sec. 300.7(c)(13))

Emotional Disturbance (ED) means a condition exhibiting one or more of the following characteristics, over a long period of time and to a marked degree, that adversely affects educational performance:

- A. An inability to learn which cannot be explained by intellectual, sensory, or health factors;
- B. An inability to build or maintain satisfactory interpersonal relationships with peers and
- C. teachers;
- D. Inappropriate types of behavior or feeling under normal circumstances;
- E. A general pervasive mood of unhappiness or depression; or

F. A tendency to develop physical symptoms or fears associated with personal or school problems.

The term (ED) includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. (34 CF Sec. 300.7(c)(4))

Orthopedic Impairment (OI) means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures). (34 CFR Sec. 300.7(b)(6) Sec. 300.7(c)(8))

Other Health Impairment (OHI) means having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance. (34 CFR Part 300.7 (c) (9))

Established Medical Disability (EMD) is a disabling medical condition or congenital syndrome that the individual education program (IEP) team determines has a high predictability of requiring special education and services. (CA Ed Code, Section 56441.11(d)) Note: This eligibility category is only applicable for children ages 0-5.

Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantage. (34 CFR Sec. 300.7(c)(10))

Deaf-Blindness (DB) means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. (34 CFR Sec. 300.7(c)(2))

Multiple Disabilities (MD) means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.) the combination of which causes such severe educational needs that they cannot be accommodated in special education

programs solely for one of the impairments. The term does not include deaf-blind children. (34 CFR Sec. 300.7(c)(7))

Autism (AUT) means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, which adversely affects educational performance. Other characteristics often associated with autism include, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests characteristics of "autism" after age three, that child could be diagnosed as having "autism" if the criteria in the above paragraph are satisfied. (34 CFR Sec. 300.7(c)(1))

Traumatic Brain Injury (TBI) means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, which adversely affects educational performance. The term applies to both open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, nor brain injuries induced by birth trauma. (34 CFR Sec. 300.7(c)(12))

Special Education Service Categories

Regular Class with Accommodations: Student is educated in the general education classroom. Accommodations to the general education curriculum are determined and implemented through collaboration between general and special education personnel.

Resource Services (school-based program): Services to address student's IEP goals are provided in an integrated resource program including general education and special education program options.

Resource Specialist Program: Service that provides instruction and services to those students whose needs have been identified in an IEP, and are assigned to regular classroom teachers for the majority of a school day.

Special Day Inclusion Services: Student is educated in the general education classroom. Modifications to the general curriculum are usually required more than 50% of the school day.

Special Day Class in Public Integrated Facility: A placement setting that provides intensive instruction and services to pupils when the nature or severity of the disability precludes their participation in the regular school program for a majority of a school day.

This includes children placed in self-contained special classrooms with part-time instruction in a regular class or self-contained special classrooms full-time on a regular school campus. (E.C. 56364)

Special Day Class in Public Separate Facilities: A placement setting in which disabled children and youth receive special education and related services for a majority of the school day in a public separate facility.

Special Day Class in Nonpublic School: A placement setting in which disabled children and youth receive special education and related services for a majority of the school day in a nonpublic facility.

Language And Speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included.

Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant.

Home And Hospital: Services delivered in the home or hospital to a student when, for medical reasons (including psychiatric reasons) or any other reasons, the student is unable to attend school.

Adapted Physical Education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 Sec. 3051.5)

Audiological Services: These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 Sec. 3051.2)

Individual Counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR Sec. 300.24(b)(2); CCR Title 5 Sec. 3051.9)

Group Counseling: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR Sec. 300.24(b)(2); CCR Title 5 Sec. 3051.9)

Guidance Services: Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 Sec 3051.9)

Occupational Therapy: Services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities.

Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 Sec. 3051.6; E.C. Part 30 Sec. 56363).

Physical Therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with

staff and parents. (B&PC Ch. 5.7; CCR Title 5 Sec. 3051.6; EC Part 30 Sec. 56363; GC-Interagency Agreements Ch. 26.5 Sec. 7575(a)(2))

Orientation And Mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.

Parent Counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR Sec. 300.24(b)(7); CCR Title 5 Sec 3051.11)

Social Work Services: Services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR Sec. 300.24(b)(13); CCR Title 5 Sec 3051.13)

Vocational Education Training: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.

Recreational Services: Therapeutic recreation programs assist the student in becoming as independent as possible in leisure activities and recreation programs in schools and community agencies. (Title V Section 3051.15)

Individual And Small Group Instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

Vision Services: A broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills.

It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 Sec. 3030(d), EC 56364.1)

Specialized Driver Training: Any specialized or modified instructions needed to supplement the regular driver-training program. (Title V Section 3051.8(a))

Psychological Services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.

These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 Sec. 300.24)

IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR Sec. 300.24); CCR Title 5 Sec 3051.10)

Specialized Services For Low Incidence Disabilities: Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, an itinerant teacher or the itinerant teacher/specialist provides services in education settings. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student. (CCR Title 5 Sec. 3051.16 & 3051.18)

Health And Nursing -- Specialized Physical Health Care Services: This includes specialized services provided pursuant to an IEP, such as catheterization, gavage feeding, suctioning, nebulizer treatments, blood glucose monitoring, administration of oxygen, plus any other specialized services in an education setting that may be provided by a trained staff member and does not require the direction or supervision of a physician. (EC 49423.5(b))

Health And Nursing -- Other Services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service.

IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.306; CCR Title 5 Sec 3051.12)

Interpreter Services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.

This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5, Sec. 3051.16)

Education Technological Services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students.

Behavior Management Services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (Title V Section 3001(d))

Assistive Services: The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6)

Braille Transcription: Any transcription services to convert materials from print to Braille. It may include text books, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

Reader Services: Any specialized assistance given to the visually impaired student for the purpose of orally reading material the student cannot read independently. This may include, but is not limited to, assistive technology such as a closed circuit TV reader, or peer assigned to read to the student. This does not include instruction in the process of learning how to read.

Note Taking Services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

Transition Services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.

Vocational Counseling: This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title V Section 3051.14)

Deaf And Hard of Hearing Services: These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (Title V Sections 3051.16 and 3051.18)

Respite Care Services: Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability Note: Only for infants and toddlers from birth through 2, but under 3.

Federal Placement Categories

Outside Regular Class 0-20%: Special education services for the student are provided outside regular class less than 21 percent of day. This may include children with disabilities placed in:

- regular class with special education/related services provided within regular classes;
- regular class with special education/related services provided outside regular classes;
- or
- regular class with special education services provided in resource rooms.

Outside Regular Class 21-60%: Special education services for the student are provided outside regular class at least 21 percent of day and no more than 60 percent of day. This may include children with disabilities placed in:

- resource rooms with special education/related services provided within the resource room; or
- resource rooms with part-time instruction in a regular class.

Outside Regular Class 61% or more: Special Education services for the student are provided outside of regular class more than 60 percent of day. This category may include children placed in:

- self-contained special classrooms with part-time instruction in regular class; or
- self-contained special classrooms with full-time special education instruction on a regular school campus.

Do not include children who received education programs in public or private separate day or residential facilities.

Public Separate School: A public separate day school facilities where students with disabilities receive special education services for a majority of the school day. This may include children placed in:

- public day schools for students with disabilities; or
- public day schools for students with disabilities for a portion of the school day (greater than 50 percent) and in regular school buildings for the remainder of the school day.

Private Separate School: Under the Federal Placement Categories, a nonpublic day school, program or agency where students with disabilities receive special education services for a majority of the school day at public expense. It does not include private residential schools. Note that this definition is not the same as Nonpublic placement setting in California.

Public Residential School: A public residential facility where students with disabilities receive special education services for a majority of the school day.

Private Residential School: Under the Federal Placement Categories, a nonpublic residential facility where students with disabilities receive special education services for a majority of the school day at public expense. It does not include private day schools. Note that this definition is not the same as Nonpublic placement setting in California.

Homebound/Hospital Program: This category includes students with disabilities who are placed in and receive special education services in hospital programs or homebound programs.

It includes state hospitals, developmental centers, and community projects operated by the state agency of developmental services. It also includes teaching hospitals.

Correctional Facility: This category is used when students with disabilities receive special education services in a correctional institution. This includes (a) short-term detention facilities (community-based or residential) or (b) correctional facilities operated by the Department of Corrections and the California Youth Authority.

Note: Students reported under this category are duplicated counts. An agency reporting students in correctional facilities shall also report the same students under other appropriate federal placement categories.

Other Private School: Under the Federal Placement Categories, an option when students with disabilities are placed by their parents or guardians in regular parochial or other private

schools and whose basic education is paid through private resources. Special education services are provided at public expense by an LEA or SELPA through an Individualized Services Plan (ISP) in accordance with the district's policy for serving a proportionate share of students with disabilities in private schools.

Note: The students reported under this category are duplicated counts. These students are also reported in other federal placement categories.

Selected School Types

Public Day School: Day schools operated or administered by a public agency to provide instruction in general education. This includes schools listed in the California Public Schools Directory published by the California Department of Education. This category does not include residential school, or other types of schools listed under this field.

Public Residential School: Schools operated or administered by a public agency to provide instruction in general education, where students reside at the same location. This category does not include any other types of schools listed under this field.

Continuation School: Schools primarily serve students 16 through 18 years old by providing individualized instruction and flexible scheduling to meet their individual graduation needs, while allowing them to comply with the compulsory part-time attendance laws. It, also, is mandated to provide guidance, placement, and follow-up services to students. (EC 48400-48454, CAC Title 5 Sec 11000-11010)

Education Clinic: Clinic provides appropriate educational services to school dropouts through recruitment or referral. These services may include: instruction in basic academic skills, motivation, employment or re-entry orientation. The goal is transition to either public school, diploma equivalency program, vocational program, military or other service program, or post-secondary education.

Alternative Work Education Center: An alternative program to teach basic academic skills, with emphasis on the improvement of student motivation for achievement in order to obtain employment or to return to regular high school. Center will operate on a clinical, client-centered basis; and provide classroom instruction, on-the-job training, career counseling and placement services. (EC 52900)

Work-Study Program: A program administered by the Student Aid Commission to provide an opportunity for college students to earn money while gaining experience in educationally beneficial or career-related employment. (EC 69951)

Independent Study: An alternative to classroom instruction consistent with a school district's course of study. This is an instructional strategy (not a categorical program) that responds to an individual's needs and styles of learning. (EC 46300(3), 51745-51749.5; CCR Title 5 Sec 11700-11703)

Alternative Education: An alternative program to teach basic academic skills, with emphasis on the improvement of student motivation for achievement in order to obtain employment or to return to regular high school. Center will operate on a clinical, client-centered basis. (EC 52900)

Juvenile Court Schools: An alternative program that serves the educational needs of students who are under the protection or authority of the Juvenile Court or local school district. The County Office of Education provides for the education programs in juvenile ranches, camps and schools, as well as juvenile halls. Students are placed in juvenile court schools when referred by the juvenile court or a deputy probation officer. These programs seek to transition the students back to an appropriate educational, training, and/or employment setting upon release or after the court terminates jurisdiction. (W&IC Sec 202 et seq.; EC Sec 1980 et seq.)

Community School: An alternative program that serves the educational needs of students. The County Office of Education provides for the education programs in community schools. Students are placed in community schools when expelled from school, or referred by a School Attendance Review Board (SARB). These programs seek to transition the students back to an appropriate educational, training, and/or employment setting. This also includes district operated community schools.

Correctional Institution or Incarcerated Facility: It is an institution run by the California Department of Corrections, California Youth Authority or any other public agency where an individual is detained for infraction with the law and where educational classes provide instruction in civic, vocational, literacy, health, homemaking, technical, and general education.

Home School at Parent's Home: An alternative to classroom instruction when a medical report states and certifies that the student's diagnosed condition prevents him/her from attending a school setting. Instruction may be delivered individually, in small groups or by teleclass. (Title V, Section 3051.4)

Hospital Facility: The educational needs of students who are placed or who reside in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the responsibility of and provided by the district or county office in which the hospital or facility is located. (EC 56167-56168)

Community College: This includes specialized services and educational programs offered by the post-secondary community colleges for students over high school age in academics, reading and mathematics labs, and vocational, career, and community development skills.

Adult Education Program: This includes programs, such as, parenting, basic education, high school diploma, English as a second language, citizenship, short-term vocational programs, older adults, adults with disabilities, home economics education, and health and safety in order to provide or improve the skills of adults.

Charter School (operated BY a LEA/district): Schools that are deemed to be a public school within the District/SELPA participates in either the same manner as other schools within the District or as described in a memorandum of understanding.

Charter School (operated AS an LEA/district): Schools that are deemed a local education agency for the purpose of special education must participate in an approved special education local plan (SELPA) as an LEA. (EC 56195.1 sections (a), (b), or (c) (20 USC 1400 et seq., EC 47641 (a), AB 1115, Chapter 78, Statutes of 1999)

Head Start Program: A part-day comprehensive child development program for children 3-5 years of age from low-income families. Services are provided in this program through four components: education, social services, parent involvement and health. Head Start is mandated to make a minimum of 10% of its enrollment opportunities available for preschool age children with disabilities.

Child Development or Child Care Facility: Any residence or building, or part thereof, in which child care and development services are provided. The facility must be licensed by the State Department of Social Services.

State Preschool Program: Part-day comprehensive developmental programs for children 3-5 years of age from low-income families. The programs include educational development, health services, parent education and participation, program evaluation, and staff development.

Private Preschool: A preschool program operated by a private agency, that provides basic supervision, age appropriate activities, nutrition, and parent education for preschool children ages 3-5.

Extended Day Care: An extended school day program that provides educational activities that are appropriate to the ages of the students and that capture the students' interests and needs. (EC 58752)

Nonpublic Day School: A nonpublic, nonsectarian day school (under the field SCH_TYPE) that enrolls individuals with exceptional needs pursuant to an individualized education program, employs at least one special educator, and is certified by the department (EC 56034)

Nonpublic Residential School: A nonpublic, nonsectarian school that enrolls individuals with exceptional needs pursuant to an individualized education program, employs at least one special educator, and is certified by the department. This school provides an educational program at the same location where the student resides (often a licensed children's institution). (EC 56034)

Private Day School (Not Certified By Special Education): A school, sectarian or nonsectarian, which is not administered by a public agency and does not provide special education services. Students attending this school do not reside at the school premises. Services are provided through an ISP, in accordance with district policy for serving students in private schools.

Private Residential School (Not Certified By Special Education): A school, sectarian or nonsectarian, which is not administered by a public agency, and does not provide special education and services. The student resides at this school, although private residential school may provide a combination of residential and day programs. The status of a student (whether day or residential) will depend on where the student resides. Services are provided through an ISP, in accordance with district policy for serving students in private schools.

Parochial School: A school that is affiliated with or run by a religious organization.

Reasons for Exiting Special Education

Returned To Regular Education: Students who's IEP's have been met, are no longer eligible to receive Special Education services, and did not exit from the education system. This also includes infants and preschoolers who are no longer eligible for receiving special education and related services.

Graduated With Diploma: Students who exited the education system through receipt of a high school diploma identical to that for which non-disabled students are eligible.

Graduated With Certificate of Completion or Other Than a Diploma: Students who exited the education system through the receipt of a certificate of completion or fulfillment of an IEP or other than a diploma.

Reached Maximum Age: Students who exited the education system as a consequence of reaching the maximum age (22 or higher) for receiving special education, and did not receive a diploma or certificate of completion.

Dropped Out: Students who exited the education system by formally withdrawing from school without completing the education program, or were absent from the school for more than 45 days.

For federal reporting purposes the term “dropped out” will include runaways, expulsions, status unknown and other exiters not listed in other categories.

Moved, and Known to be Continuing (TRANSFER): Students who exited the system by formally or informally transferring to another education agency, within or outside the SELPA, where the student is known to be enrolled in special education programs.

Deceased: Students who exited the education system as a result of death.

Parent Withdrawal: Students who exited the special education program as a result of withdrawal from the program by the parent. Also includes student withdrawal (18 years or older).

Moved, and Not Known to be Continuing: Students who exited from special education program as a result of moving from their reported place of residence, and for whom no information on continuation of special education services is available.

The use of this category requires the LEA verify the family’s is no longer at the last known residence.